

Profiles of the Gifted and Talented.

George Betts and Maureen Neihert.

The article states that there are 6 profiles of gifted and talented youth. G and T is not just one group but should be differentiated according to behaviour, feelings and needs.

On the matrix, all groups can be identified using testing of some sort: IQ tests, achievement tests or creativity tests.

The article highlights the difficulties G and T face: Type I fit into the system and then fail to develop skills, concepts and attitudes for life long learning, Type II remain unidentified due to their challenging behaviour and have low self-esteem because they receive little recognition for their gifts, Type III 'go underground' in order to fit in with their peers (typically middle school females), Type IV's needs are not met by the system and they dropout, Type V go unidentified due to factors arising from physical, emotional or learning disability. Lastly, Type VI make the system work for them and are often leaders within their school or community.

A Differentiated Model of Giftedness.

F. Gagne

Gifts are demonstrated in four aptitude domains – intellectual, creative, socioaffective and sensorimotor. Gifts are genetic and can be observed in all areas of school life. Gifts are developed into talents by training and systematic development of skills. Underachievement in intellectually gifted children means that their talents can not be realised. Talent development is dependent on physical and psychological factors (eg motivation and behavior), also on environment – macroscopic (eg geographic) and microscopic (eg family) – also determined by Chance.

Levels of giftedness are defined – moderately, highly, exceptionally and extremely gifted.

Cultural Gifts in the 90s and Beyond.

Chris Dorbis and Suzanne Vasilevska

The value of each culture must be recognized. There is a need to identify, provide for and support all cultural gifts and talents. Definitions of GandT should be inclusive.

Students from minority cultural groups are under-represented in schools and programs for GandT.

The reasons for this are: conceptions of GandT, testing methods used, curriculum bias, learning styles, home language, stereotypes of different cultural groups and historical influences (such as the definition of giftedness as 140+ IQ).

Teacher nomination of giftedness often focuses on academic excellence and school based success. This often misses children from low socio-economic or minority populations.

The process of community consultation appears to be the key to successful cultural identification.

Educators need INSET about their community's culture. Each school must tailor the identification model to suit its school and community.

Asynchrony: A New Definition of Giftedness

Linda Kreger Silverman

Asynchrony – the disparity between a child's mental age and their chronological age. There will be uneven development for the child in terms of social adjustment. Parenting, teaching and counseling needs to be modified to suit their needs.

Asynchronous development is acute in: gifted children with learning disabilities, underachievers where there are large gaps between strengths and weaknesses, and as IQ increases.

Special programs often sound like more advantages for an already advantaged group until asynchrony is taken into account.